Brief Report

Analysis of Question Papers
(SSC Annual Examination 2005)
all BISEs in NWFP

NWFP DIRECTORATE OF CURRICULUM &
TEACHER EDUCATION - ABBOTTABAD

MAY 27,2005

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PREFACE

Quality can not be termed as an accident. This comes after following a process, implementing the outcomes from that of process and maintaining the standard with sincere effort, intelligent direction and skillful execution by all and sundry.

Over the period of time Education rather Quality Education is being envisaged, by the myopics as ‘product’ in terms of Marks obtained. Which is certainly, wrong belief. This need to be dismantled with collaborative, cooperative and concerted efforts many BISEs, Textbook Board, and this Directorate under the dynamic leadership of Secretary School & Literacy Department, Govt: of NWFP

The brief report is not an end. It is, infact beginning of the end -- Quality Education. In short span of time, data was collected, recorded and analyzed by both the instructors in RITEs and Subject Specialists in this Directorate with active guidance and directions of Special Secretary, Govt: of NWFP. Many congratulations to all for this seminal report.

The report comprises three parts – A, B & C. All these are self explanatory for the august professional readers.

It is hoped that the recommendations given in under reference report will be implemented in due course of time so that our future generation could meet the challenges of all kind in their daily life with confidence, shoulder high and high intentions – for Pakistan.

Fazal Mehmood Khan

Director

INTRODUCTION

Quality of education largely depends on how well curriculum delivery agents are working. Popular delivery agents are -- Text book. Teacher, Assessment and Evaluation, Supervision and Physical Infrastructure. People with educational conscious agree to disagree with the prevailing patterns of paper setting by all the B.I.S.Es. Because assessment and Evaluations fail whenever any part of evaluation does not focus on its learners. In our case Blooms Taxonomy .

Tasks Assigned

PART-A

1. Analysis of Question Papers
2. General Mistakes of question papers.

PART-B

3. SSC results of BISEs of the last 5 years.
    - Abbottabad
    - Bannu
    - Mardan
    - Peshawar
    - Kohat
    - Swat
    - Malakand

PART-C

4. Proposals for Middle Standard Examinations

PART - A

Aims and objectives:

* To analyze the selected Question Papers in terms of cognitive domain.
* To know to which extent the syllabi are covered in question papers in their respective subjects.
* To identify general mistakes in targeted Questions Papers.
* To give feedback to B.I.S.Es concerned for more improvement in Question Papers setting.

1. Analysis of Question Paper on the basis of following proforma

1. Name of BISE.......................................
2. Subject ....
3. Total chapters of the book ....
4. Total Marks ....
5. Content validity ....

Objective Question

S.#	Chapter #	Recall/ Memory	Comprehension	Application	Analysis	Synthesis	Evaluation

Subjective Question

S.#	Chapter #	Recall/ Memory	Comprehension	Application	Analysis	Synthesis	Evaluation

2. General Mistakes of question paper with the help of the proforma given below:

1. Name of BISE ....

2. Subject ....

Note 1. Record only those questions which were defective, language mistake, statement of question, flexibility of options/destructors, correct ability and objectivity.

Note 2. Give general comments on the question paper (on a separate sheet if required)

Question No.	Statement of Question	Mistake

The subjects are:

- **Urdu**
- **English**
- **Mathematics**
- **Physics**
- **Chemistry**
- **Biology**
- **Islamiyat**
- **Pakistan**

Delimitations:

- Question papers of Secondary School certificates (class –X)
- Cognitive domain
- Annual examination-2005
- One instrument---Question Papers

Limitations:

❖ Though this analysis exercise is of immense importance and best level efforts were made by all concerned yet following were the key limitations in the form of constraints:

1. Lack of research expertise & training in RITEs.
2. Availability of limited time.
3. No availability of funds for research type assignment.
4. Inadequately or no trained computer operators.

Methodology:

a) Task assignment and guidance given by:

April 4, 2005 was the occasion when Honourable Jamshaid Khan Tanoli, the Special Secretary Govt of NWFP while presiding the meeting by all the Principals of Training Institute at RITE (F) Abbottabad enlightened the participants on number of aspects relating to Quality of Education. Mr. Special Secretary spelled-out the task meticulously and boosted the motivation of all (Please refer to above—Task)

b) Preliminary data collected and recorded by

After thread bare discussion , given the availability of Instructors in RITEs and the Principals choice for the subjects, the task was assigned. The detail, RITE wise is below:

Subject wise Evaluation of question papers by RITEs of grade – X (2005)

CLUSTER	RITE	SUBJECT ASSIGNED
1	RITE (F) Abbottabad	Biology, Chemistry
	RITE (F) Mansehra	Mathematics, English
	RITE (M) Haripur	Islamiyat, Mathematics, English, Biology, Physics, P/Studies.
2	RITE (F) Peshawar	Biology, Chemistry, English,
	RITE (M) Peshawar	Pak studies, Mathematics
	RITE (F) Charsada	Physics, Urdu
	RITE (M) Chitral	
3	RITE (M) – Mardan	Chemistry, Islamiyat
	RITE (F) Swabi	Udrud, Mathematics, Biology, Physics
4	RITE (M) Kohat	Islamiyat, English, Mathematics
	RITE (F) Kohat	Biology, Mathematics
	RITE (M) Bannu	English, Urdu, Biology
	RITE (F) Bannu	English, Biology
5	RITE (F) D.I.Khan	Home Economics, Chemistry, Mathematics
	RITE (M) D.I.Khan	Pak. Studies, G/Science
6	RITE (M) Thana	Mathematics, Biology, English,
	RITE (F) Dargai	Islamiyat, Urdu,
	RITE (F) Dir at Rehanpur	Nil
	RITE (M) Dir at Timargarah	Chemistry
	RITE (F) Barikot	Islamiyat, Biology, Urdu

c). Analysis and Synchronization by:

One month was given to all RITEs for the accomplishment of the preliminary task. Most of the information has been received and subject specialists of the NWFP, DCTE tried their best to analyze and synchronize the preliminary data in the following fashion:

ANALYSIS OF QUESTION PAPERS OBJECTIVE AND SUBJECTIVE TYPE ANNUAL EXAMINATION 2005 FOR CLASS 10TH.

AME OF OLLEGE	BISE	SUBJECT TYPE OF ITEMS	TOTAL CHAPTERS IN THE BOOK	CHAPTER COVERED	TOTAL MARKS	% OF MEMORY	% OF COMPRECHINSIVE	% OF APPLICATIONS	% OF ANALYSIS	% of SYNTHEINS	% EVALUATION	REMARKS
1	2	3	4	5	6	7	8	9	10	11	12	13
RITE (M) G. Wala ANNU	BANNU	**Biology X** 1.Objective	6	4	60	100%	-	-	-	-	-	In objective items, only memory questions have been included, so the balance has not been observed 4 chapters out of 6 were covered
		2.Subjective	-	5	-	50%	25%	25%	-	-	-	In subjective portion 50 % weight age was given to memory. While comprehension and application were given 25 % weight age each. 5 of 7 chapter were included.
		English 1.Objective	27 (Lesson)	-	75	14%	14%	28%	14%	28%	-	Objective portion measures learning in almost all the domains.
		2.Subjective	27	7		11%	61%	11%	6%	11%	-	In subjective part Seven lessons out of 27 were selected, Comprehension has been given 61% weight age while memory and application and evaluation each 11% weight age each. Question No. 3, 4 and 7 were found defective in terms of statement.

ANALYSIS OF QUESTION PAPERS OBJECTIVE AND SUBJECTIVE TYPE ANNUAL EXAMINATION 2005 FOR CLASS 10Th.

ME OF LLEG E	BISE	SUBJECT TYPE OF ITEMS	TOTAL CHAPTERS IN THE BOOK	CHAPTER COVERED	TOTAL MARKS	%age OF MEMORY	% OF COMPRECHINSIVE	% OF APPLICATIONS	% OF ANALYSIS	% of SYNTHEINS	% EVALUATION	REMARKS
	2	3	4	5	6	7	8	9	10	11	12	13
E (F) Khan	BANNU	**Urdu** 1.Objective	30 Lesson	-	75	-	-	-	-	-	-	Objective items were given in the answer sheets which are taken back by the examiner after it is attempted by the student. So no information about objective items is available
		2.Subjective	-	-		32%	40%	15%	10	2%	-	In subjective part of question paper of Urdu memory, comprehension, application analysis and synthesis have been given 32, 40, 15, 10 & 2% respectively. Defective item was found..
		Chemistry 1.Objective	9	7	60	-	-	-	-	-	-	7 out of 9 chapters were selected in the paper. No information on objective items. In subjective portion memory, comprehension application, analysis and synthesis have been 24%, 27%, 14%, 20%, 14% weight age respectively. Statement of all items were found correct.
		2.Subjective	-	-		24%	27%	14%	20%	14%	-	

ANALYSIS OF QUESTION PAPERS-OBJECTIVE AND SUBJECTIVE TYPE (ANNUAL EXAMINATION 2005 FOR CLASS IX, X)

e of RITE	Name of BISE	Subject/items Type	Total Chapter in the Book	Chapter Selected	Total Marks	% age of memory items	% age of Compare	% of application	% age of Analysis	% age of Synthesis	% age of evaluation	Remarks
pur (M)	A. Abide	**Physics** 1) Objective	9	8	60	12 / 17x 100 = 70	30	-	-	-	-	Objective assessment covers 88 % of content, 70% weight age allotted to memory and 30% to comprehension and no weight age to the rest of the knowledge.
		2) Subjective	9	7		25	45	30	-	-	-	Subjective testing covers 77% of the book. Memory weightage is 25% comprehension 45% applications 30% while other learning have been ignored.
o..	…do…	**Pakistan Studies** 1. Objective	10	9	75	75	8	5	7	5	-	Objective covers the 90% of course 75% weight age allotted to memory. In objective evaluation against the 40% given in the curriculum 8% weight age given to comprehension in objective part against 30% prescribed in the curriculum, 17% weight age to higher order learning against 30% given in the curriculum
		2. Subjective	10	8		-	69	-	19	-	12	Subjective item covers 80% of course. No weight age to memory, 70% to comprehension and 31 % to other type of learning
o…	…..do…	**Biology** 1. Objective	7	7	60	-	33	-	33	33	-	All chapters covered in under the objective assessment 33% weight age has been allotted to each comprehension, analysis and synthesis
		2.Subjective	7	7		80	-	-	20	-	-	Subjective assessment covers the whole content 80 % weightage to memory and 20% to analysis has been allotted.

ANALYSIS OF QUESTION PAPERS-OBJECTIVE AND SUBJECTIVE TYPE (ANNUAL EXAMINATION 2005 FOR CLASS IX, X)

me of RITE	Name of BISE	Subject/items Type	Total Chapter in the Book	Chapter Selected	Total Marks	% age of memory items	% age of Compare	% of application	% age of Analysis	% age of Synthesis	% age of evaluation	Remarks
hawar)	Peshawar	**Maths** 1 Objective	-	-	75	72%	8%	12%	8%	-	-	Course coverage not mentioned in objective portion. Memory, comprehension, application and analysis have been given 72, 8, 12 and 8% weightage respectively . Q.I- b,c found defective.
		2) Subjective	-	-	75	-	-	60%	40%	-	-	In subjective part course coverage not mentioned. Application, synthesis weightage is 60 , 40% respectively all other domains ignored.
o..	...do...	**Pakistan Studies** 1.Objective	-	-	..do..	93%	7%	-	-	-	-	No mention of course coverage in objective part , 93 and 7% weightage have been given to memory comprehension respectively.
		2. Subjective	10	8		-	69	-	19	-	12	There is no mention of course coverage. Memory, comprehension, application, analysis, synthesis and evaluation weightage is 28,6, 10, 22, 10 and 24% respectively. Q. No.1 (a) was fund ambiguous.
o...	.....do...	**Physics** 1. Objective	9	9	60	45%	5%	20%	5%	-	25%	All the chapters have been covered in the objective portion. Memory, comprehension, application, analysis and evaluation have been assigned 45%, 5%,20%,5% and 25% weightage respectively.
		2.Subjective	9	8	60	37%	22%	26%	-	-	15%	Subject part of the paper covers 90% of the course. Memory, comprehension, application and evaluation have been given 37%, 22%, 26% and 15% respectively. A balanced paper in respect of course coverage and domain of learning.
..	....do...	**Urdu** 1.Objective	16	8		25%	-	25%	25%	25%	-	Objective part of the paper covers only 50% course items on memory, application, analysis and synthesis each were assigned 25% weightage.
		2.Subjective	16	8		6%	35%	3%	21%	20%	15%	Subjective part also covers 50% of the syllabus. 6% to weightage memory, 35% comprehension, 3 to application, 21 to analysis, 20 to synthesis and 15 to evaluation have been allotted . No. defective item given to the domains of learning proper weightage has not been.

ANALYSIS OF QUESTION PAPERS-OBJECTIVE AND SUBJECTIVE TYPE (ANNUAL EXAMINATION 2005 FOR CLASS IX, X)

of RITE	Name of BISE	Subject/items Type	Total Chapter in the Book	Chapter Selected	Total Marks	% age of memory items	% age of Compare	% of application	% age of Analysis	% age of Synthesis	% age of evaluation	Remarks
a kand) (M)	Chakdara Malakand	**English** 1) Objective	27	-	75	72%	8%	20%	-	-	-	In objective portion,. the weightage of memory, comprehension and application item is 72, 8 and 20% respectively
		2) Subjective	-	-		100%	-	-	-	-	-	Subjective part is based on 100% items of comprehension.
..	....do...	**Maths-X** 1.Objective	6	6		60%	20%	20%	-	-	-	Objective part of Maths paper is spread over full range of the course. Memory has 60% weightage while comprehension and analysis each have 20% weightage.
		2.Subjective				100%	-	-	-	-	-	Subjective portion of Maths reflects the full course. 100% weightage has been given comprehension.
		Biology-X 1.Objective	6	6		50%	25%	25%	-	-	-	Objective type items represent complete course. Memory items have 50% weightage while comprehension and application have 25% weightage each: No defective items have been detected.
		2.Subjective				-	100%	-	-	-	-	

ANALYSIS OF QUESTION PAPERS-OBJECTIVE AND SUBJECTIVE TYPE (ANNUAL EXAMINATION 2005 FOR CLASS IX, X)

Name of RITE	Name of BISE	Subject/items Type	Total Chapter in the Book	Chapter Selected	Total Marks	% age of memory items	% age of Compare	% of application	% age of Analysis	% age of Synthesis	% age of evaluation	Remarks
Mardan (M)	Mardan	**Chemistry** 1. Objective	9	7	60	60%	8%	10%	8%	7%	7%	Objective portion reflects 78% of syllabus. Memory, comprehension, application, analysis, synthesis and evaluation assume 60,8,10,8,7 and 7% weightage
		2) Subjective	9	6		56%	7%	10%	10%	10%	7%	Subjective part represents 67% of the course . Memory, comprehension, application, analysis, synthesis and evaluation find 56,7,10,10,10,7% weightage respectively.
…do…	….do…	**Islamiyat** 1.Objective	5	4		80%	20%	-	-	-	-	Objective portion covers 80% of the course memory weightage is 80% while comprehension is 20%
		2.Subjective	5	3		71%	-	29%	-	-	-	Subjective part covers 60% of the course. Memory items have 71% weightage while application item 29% weightage.

ANALYSIS OF QUESTION PAPERS-OBJECTIVE AND SUBJECTIVE TYPE (ANNUAL EXAMINATION 2005 FOR CLASS IX, X)

Name of RITE	Name of BISE	Subject/items Type	Total Chapter in the Book	Chapter Selected	Total Marks	% age of memory items	% age of Compare	% of application	% age of Analysis	% age of Synthesis	% age of evaluation	Remarks
Abbottabad (F)	A.Abad	**Biology** 1. Objective	6	6	60	33%	60%	-	-	-	6%	Objective portion covers 100% course. Memory, comprehension and evaluation have been given 33, 60 and 6 % weightage respectively.
		2) Subjective	6	6		-	93%	6%	-	-	-	Subjective part covers the full course. Comprehension and application items have 93 & 6% weightage respectively. Others learning have been given no weightage.
…do…	….do…	**Chemistry** 1.Objective	9	9		13%	60%	-	20%	6%	-	Objective part of Chemistry paper reflects the complete range of the course. Weightage of Memory items is 13%, comprehension 60% , analysis 20% and that of synthesis 6%.
		2.Subjective	9	9		20%	12%	44%	12%	12%	-	Subjective part comprises full range of the course. Memory, comprehension, application, have 20, 44 % weightage while analysis and synthesis each have 12% weightage. Q.No.I b (i) defective having distracter with mass No. of Deuterium equal to zero.

LYSIS OF QUESTION PAPERS-OBJECTIVE AND SUBJECTIVE TYPE (ANNUAL EXAMINATION 2005 FOR CLASS IX, X)

e of RITE	Name of BISE	Subject/items Type	Total Chapter in the Book	Chapter Selected	Total Marks	% age of memory items	% age of Compare	% of application	% age of Analysis	% age of Synthesis	% age of evaluation	Remarks
eshawar	Peshawar	**Chemistry** 1.Objective	9	9	60	-	58%	14%	14%	14%	-	Objective is based on full course. Comprehension , weightage is 58, while application, analysis amd synthesis each have 14% weightage.
		2) Subjective	9	9		73%	6%	20%	-	-	-	Subjective part represents the full syllabus. Weightage of memory 73%, comprehension 6% and application 20%
	....do...	**Biology** 1.Objective	13 half for 10th i.e 7	6		25%	75%	-	-	-	-	The paper covers the 86% course in objective part, memory and comprehension have been given 25 and 25 weightage respectively.
		2.Subjective	13 (7)	7		22%	44%	33%	-	-	-	Subjective portion of the paper covers 100% syllabus. Memory , comprehension and application find 22,44 and 33% weightage. No. defective item has been detected.
		English	7	7	75	14%	14%	14%	-	14%	42%	Testing device is based on the full course. Memory, comprehension, application and synthesis each have 14% and evaluation has 42% weightage. No. defective items have been observed.

ANALYSIS OF QUESTION PAPERS-OBJECTIVE AND SUBJECTIVE TYPE (ANNUAL EXAMINATION 2005 FOR CLASS IX, X)

Name of RITE	Name of BISE	Subject/items Type	Total Chapter in the Book	Chapter Selected	Total Marks	% age of memory items	% age of Compare	% of application	% age of Analysis	% age of Synthesis	% age of evaluation	Remarks
RITE (F) Mansehra	Abbottabad	**English** 1. Objective	27	-	75	14%	30%	43%	13%	9%	-	4, 30, 43, 13 & 9 % weight age has been given to memory, comprehension, application, analysis & synthesis respectively.
		2) Subjective	-	-	-	-	-	-	-	-	-	
…do…	….do…	**Maths** 1.Objective	8	4	75	45%	27%	27%	-	-	-	45% weight age has been given to memory which comprehension and application each have been given 27% weight age. Objective part covers 50 % course.
		2.Subjective	8	5		13%	28%	28%	-	9%	22%	Memory, comprehension, application, synthesis and evaluation 13, 28, 28, 9 & 22 % weight age respectively. Subjective part covers 63% of the syllabus.

AVERAGE RESULTS OF ANALYSIS OF QUESTION PAPERS OF BISEs (IN PERCENTAGES)

Subject	Part of paper	Chapter	Syllabus covered	Marks	Memory	Comprehension	Higher order learning	Defective items
Islamic Education	Objective	5	80	75	80	20	0	-
	Subjective	5	60		71	0	29	-
Urdu	Objective	30 Lessons	-	75	24	20	56	-
	Subjective	30 lessons	-		28	56	16	-
Pak. Studies	Objective	9	85	75	84	08	08	1.0
	Subjective	9	79		-	69	31	
Mathematics	Objective		79	75	71	22	07	0.5
	Subjective		79		-	-	-	
Physics	Objective	9	93	60	71	22	07	2.0
	Subjective	9	88		-	-	-	
Chemistry	Objective	9	89	60	47	44	09	1.0
	Subjective	9	89		62	16	22	-
Biology	Objective	6	92	60	56	37	08	-
	Subjective	6	92		23	38	39	-
English	Objective		92	75	50	28	22	-
	Subjective		-		62	34	04	-

FINDINGS

- On average 20% course contents were not covered
- Language of item was easy and under stable.
- Structure of the item was correct and specific except the instructions for true / false item in a few papers.
- No proper weight age has been given to various kinds of learning i.e memory, comprehension and higher order as required by the Bloom’s Taxonomy.
- Mostly Low order Questions were asked.
- High order questions were ignored, mostly.
- Use of action verbs for measuring various cognitive abilities was not found.
- The wide range of variation in assigning weights to contents from different chapters and different kinds of learning shows that table of specification have not been neither developed nor followed.

RECOMMENDATIONS

- Weight age prescribed in the National Curricula for various subject for content selection from different chapters and for different kinds of learning may be followed.
- Question paper should be curriculum based instead of text book based to allow the assessment of various experiences and skills of the students.
- Table of specification covering content and domains of learning must be developed to bring conformity among the papers of BISEs in NWFP.
- A pool teachers comprising subject teachers, Subject Specialist, Lecturer/Professor may be given representation in the paper setting process. A committee of expert should select most valid paper from a considerable sample of them.
- Internal examination system may be supported by holding them regularly monthly, quarterly and annually and their proper monitoring by the authorities concerned.
- Research cell in the BISEs may be activated to work on items analysis, in order to found their reliability, validity, differentiating power, level of difficulty and appropriateness of distracters.
- Crash program for week long training of paper setters be arranged for the renewing and enhancing their expertise.
- All the 3 domains of Bloom's Taxonomy equipped with action verbs are developed which are annexed in the end of the report. This should be used by the paper setting experts at the time of paper setting to elicit required knowledge from the examinee.

PART - B

Analysis of SSC results of last 5 years

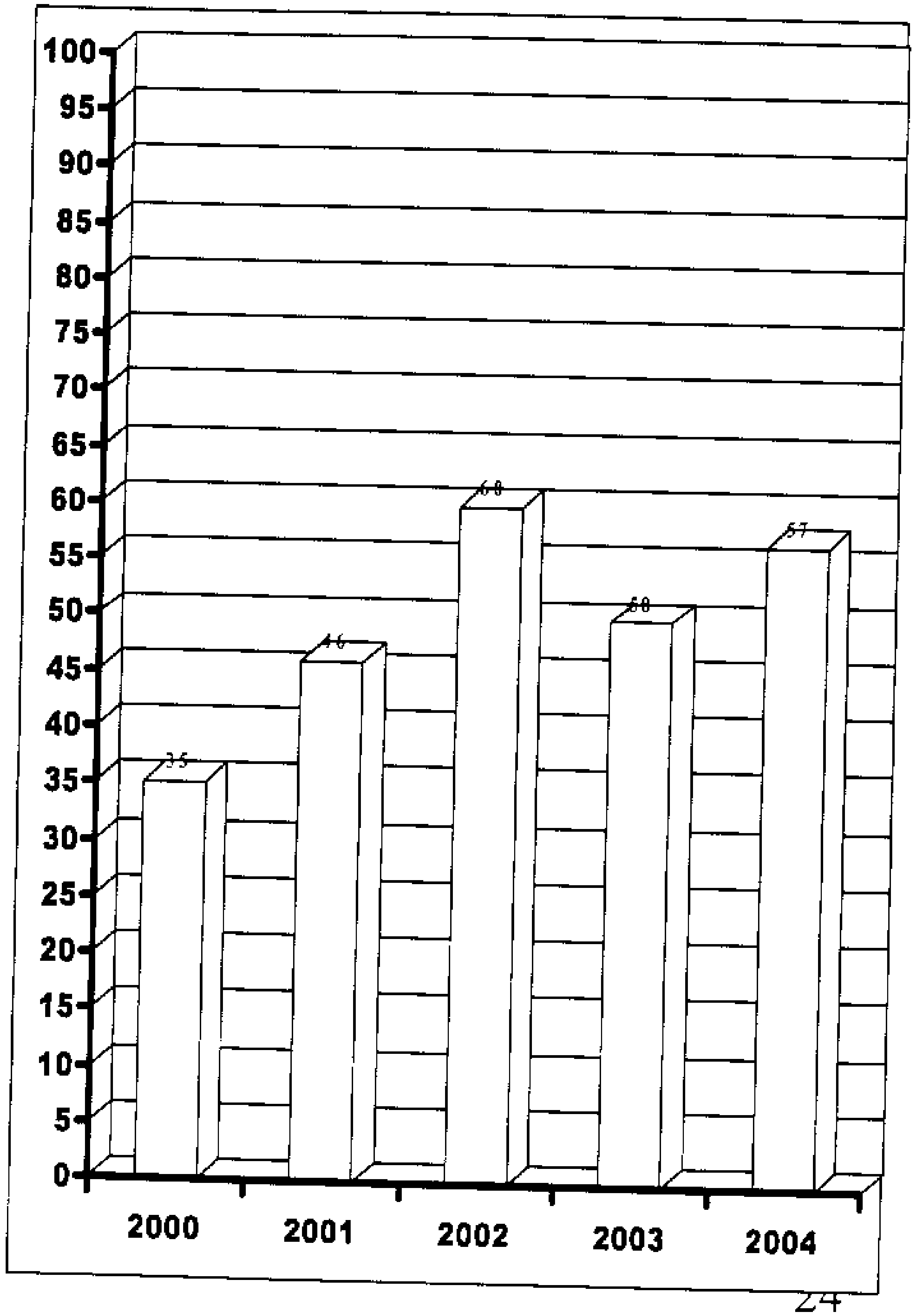
S.NO	INSTITUTE	BISE
1	RITE (M) Thana (Malakand)	Chakdara
2	RITE (M) Kohat	Kohat
3	RITE (F) Peshawar	Peshawar
4	RITE (M) Mardan	Mardan
5	RITE (M) Bannu	Bannu
6	RITE (M) Thana (Malakand)	Swat
7	NWFP DCTE	Abbottabad

OVER ALL RESULTS OF SSC-(2000-2004)

HAZARA DIVISION

BISE, ABBOTTABAD

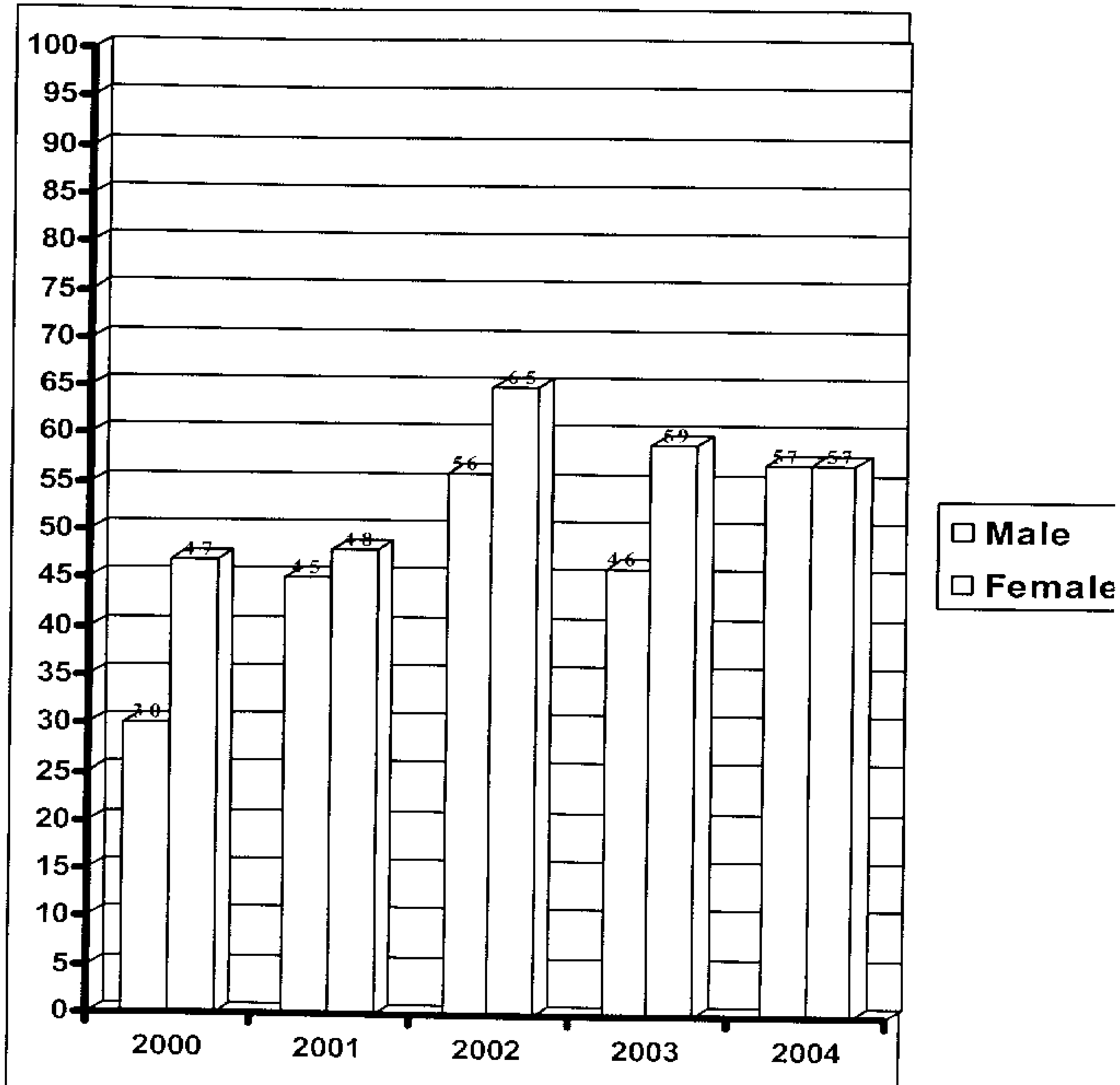
YEAR	CANDI:	PASSED	PASSED % age	Average
2000	37914	13419	35%	50%
2001	38547	17759	46%	
2002	38568	22955	60%	
2003	37894	18950	50%	
2004	32833	18649	57%	



GENDER WISE COMPARISON

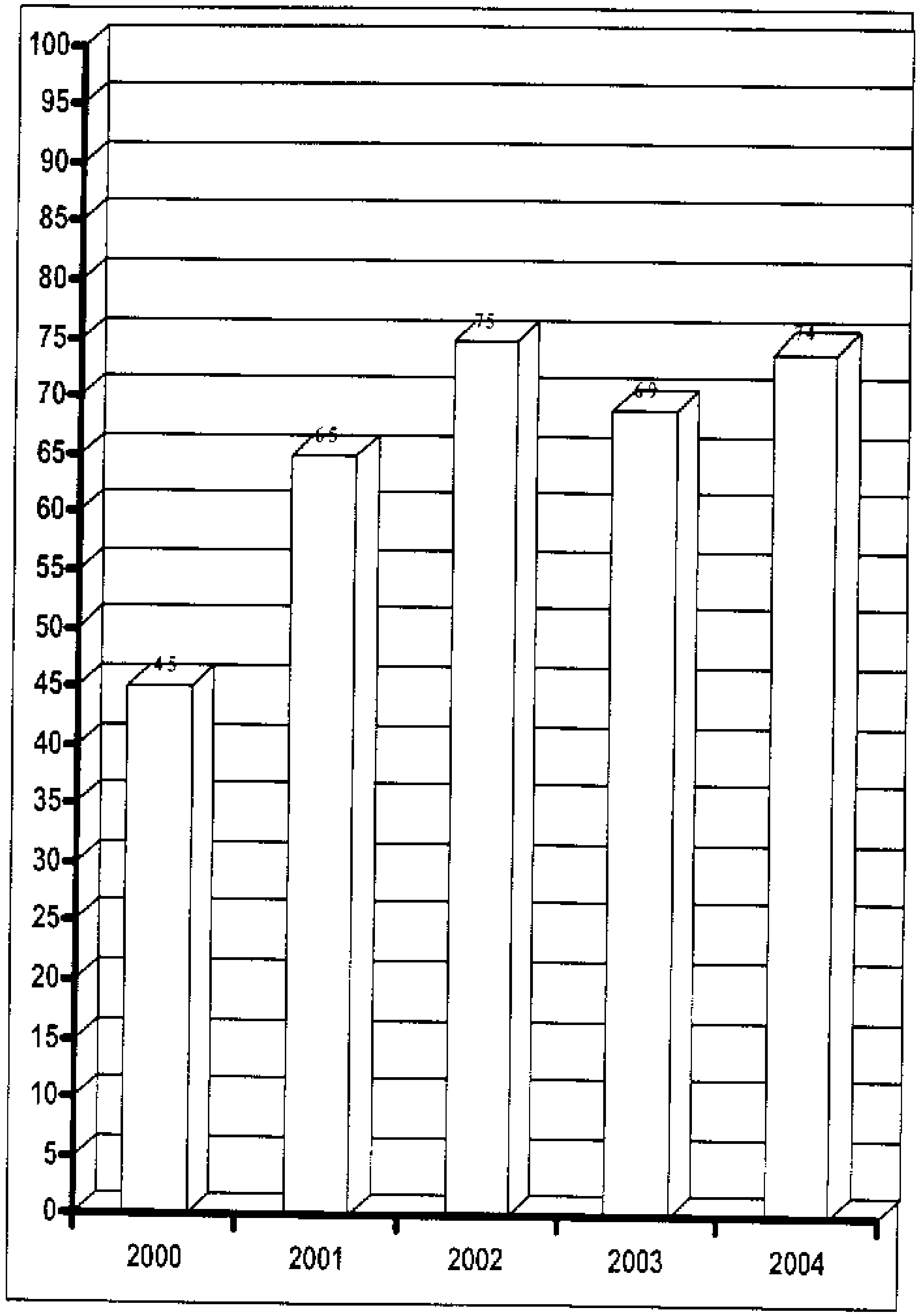
MALE				
YEAR	CANDIDATES	PASSED	PASSED % age	Average
2000	26627	8105	30%	47%
2001	26512	12021	45%	
2002	25063	14127	56%	
2003	25739	11811	46%	
2004	21045	11936	57%	

FEMALE				
YEAR	CANDIDATES	PASSED	PASSED % age	Average
2000	11287	5314	47%	55%
2001	12035	5738	48%	
2002	13505	8828	65%	
2003	12155	7139	59%	
2004	11788	6713	57%	



LAST FIVE YEARS RESULTS OF SSC (SCIENCE)

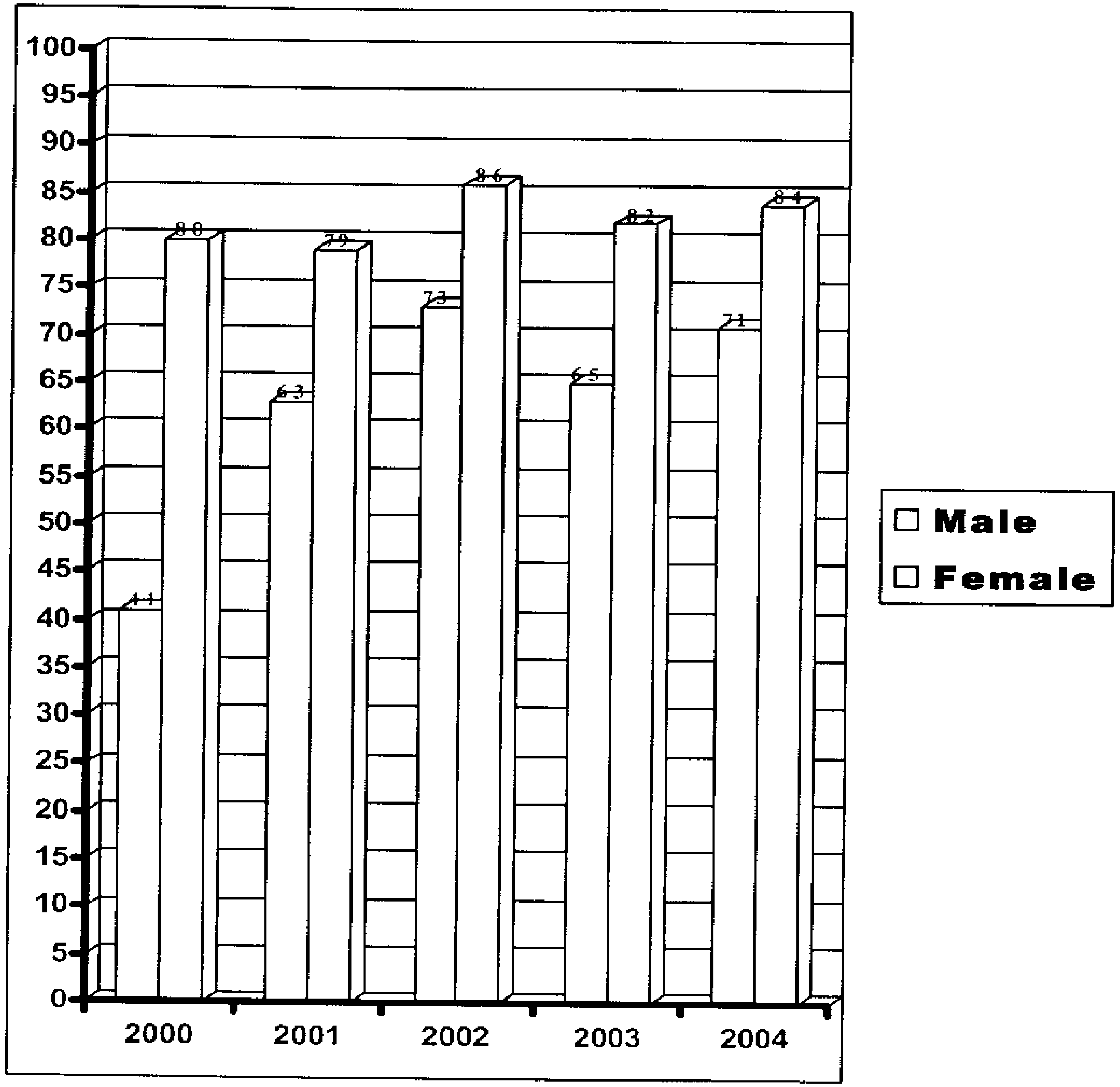
SCIENCE				
YEAR	CANDI:	PASSED	PASSED % age	Average
2000	13995	6335	45 %	66%
2001	12987	8504	65 %	
2002	11850	8929	75 %	
2003	12541	8608	69 %	
2004	13534	9963	74 %	



GENDER WISE COMPARISON (SCIENCE)

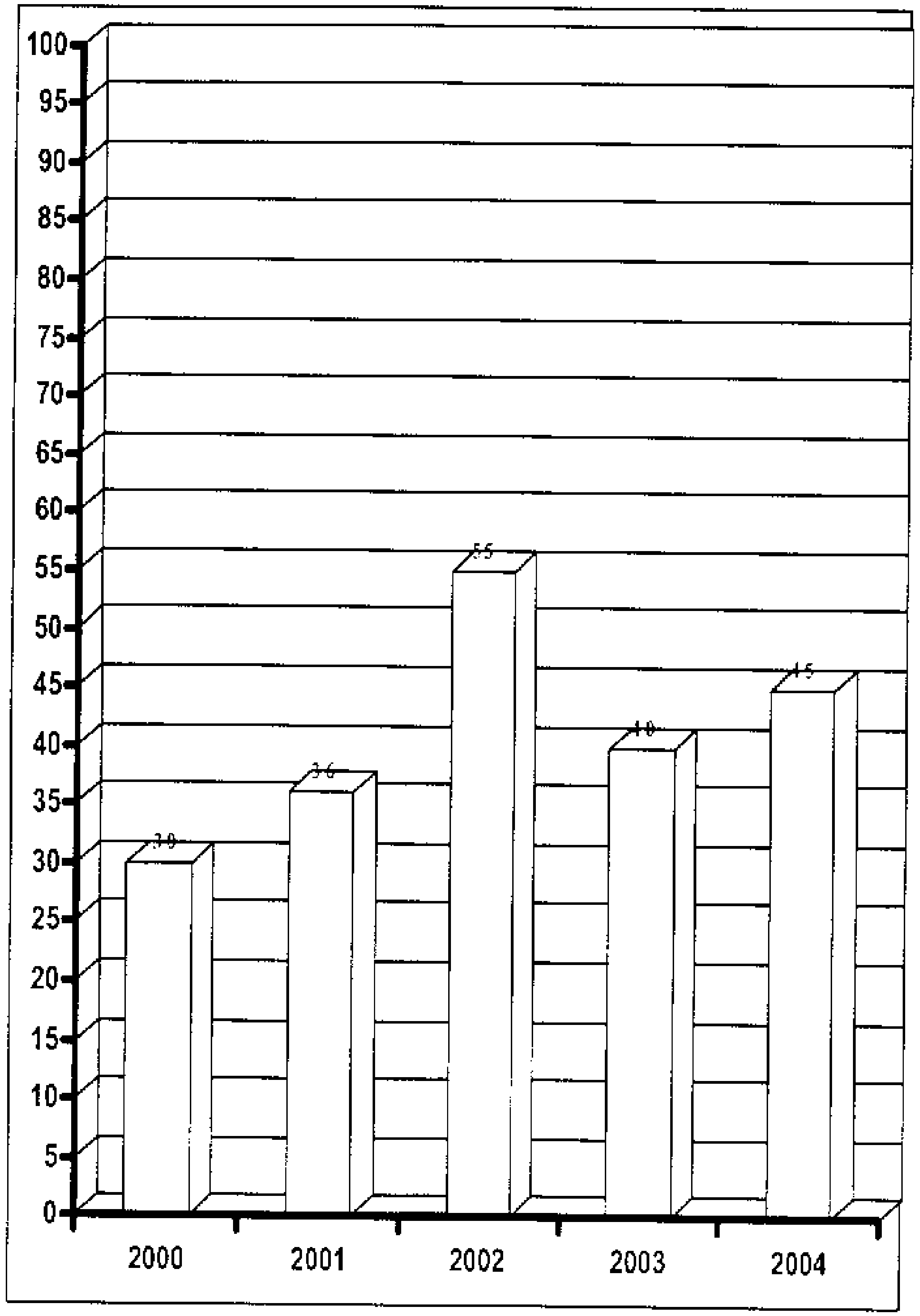
MALE				
YEAR	CANDIDATES	PASSED	PASSED %age	Average
2000	12387	5041	41%	63%
2001	10982	6915	63%	
2002	9348	6784	73%	
2003	9927	6468	65%	
2004	10625	7511	71%	

FEMALE				
YEAR	CANDIDATES	PASSED	PASSED %age	Average
2000	1608	1294	80%	82%
2001	2005	1589	79%	
2002	2502	2145	86%	
2003	2614	2140	82%	
2004	2909	2452	84%	



OVER ALL LAST FIVE YEARS RESULTS OF SSC (Humanities)

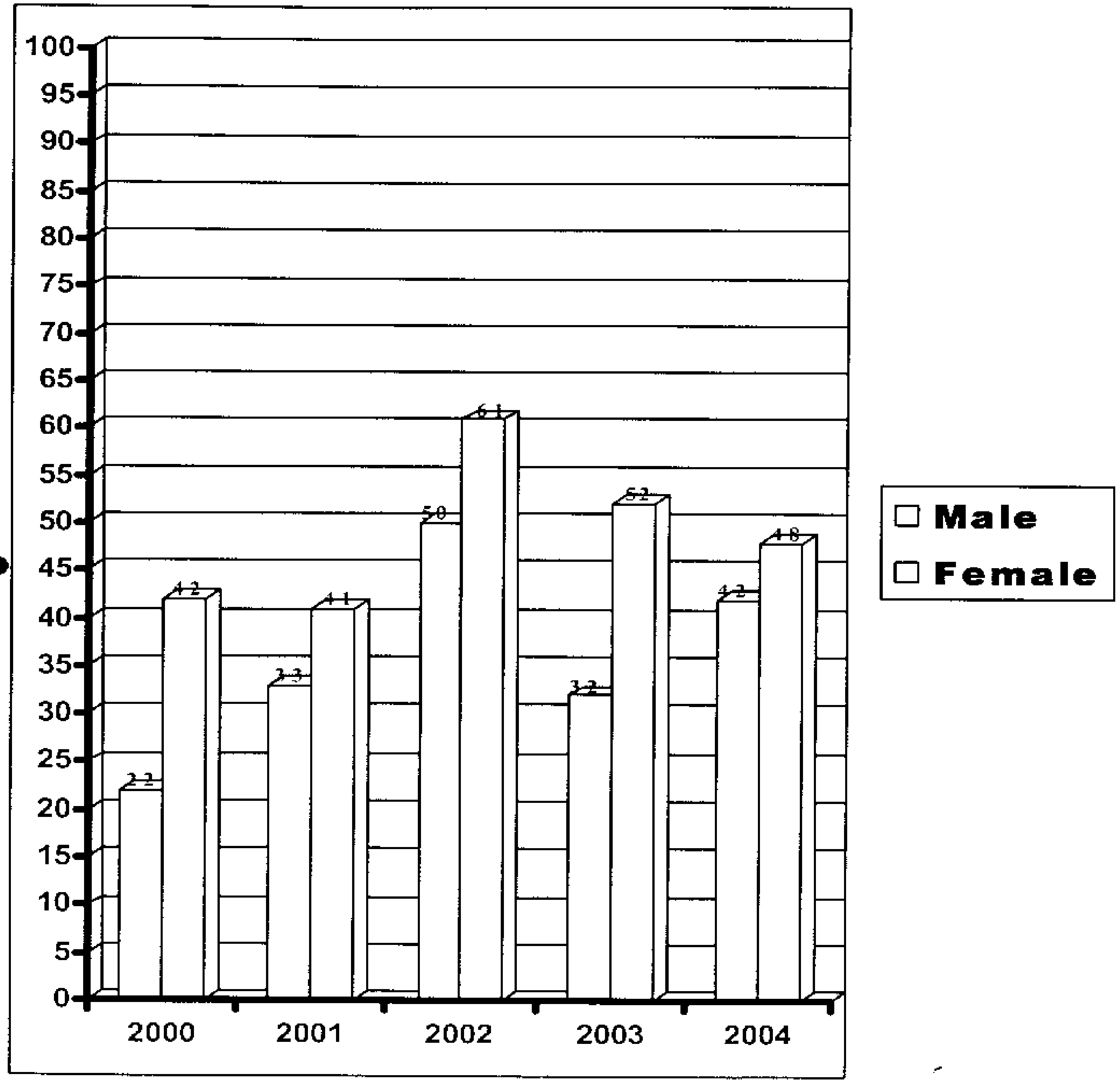
Humanities				
YEAR	CANDI:	PASSED	PASSED %age	Average
2000	23919	7084	30%	41%
2001	25560	9255	36%	
2002	25718	14026	55%	
2003	24669	9840	40%	
2004	19299	8686	45%	



GENDER WISE COMPARISON
(Humanities)

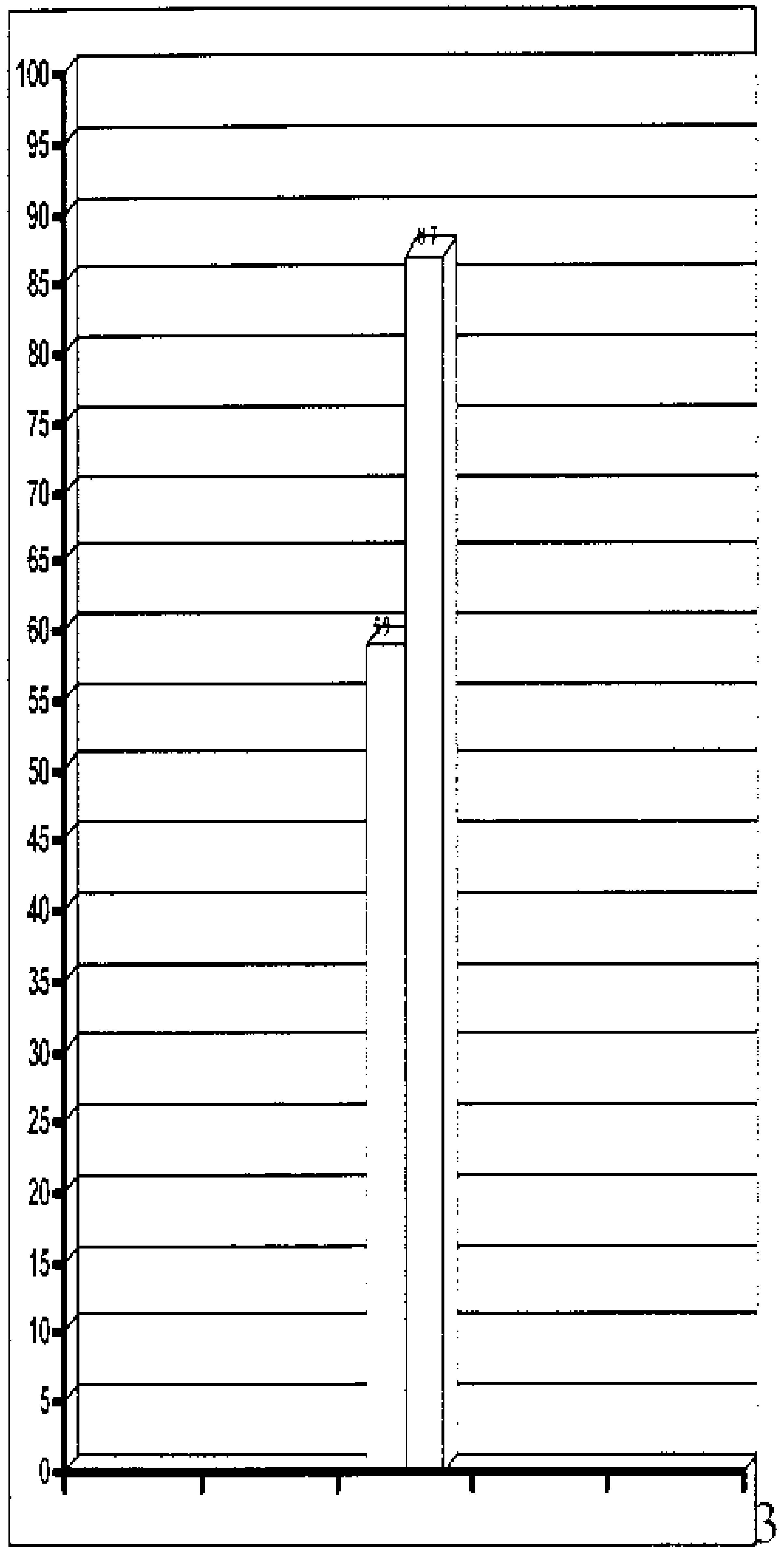
MALE				
YEAR	CANDIDATES	PASSED	PASSED %age	Average
2000	14240	3064	22%	36%
2001	15530	5106	33%	
2002	14715	7343	50%	
2003	15128	4841	32%	
2004	10420	4425	42%	

FEMALE				
YEAR	CANDIDATES	PASSED	PASSED %age	Average
2000	9679	4020	42%	49%
2001	10030	4149	41%	
2002	11003	6683	61%	
2003	9541	4999	52%	
2004	8879	4261	48%	



COMPARISON OF SSC RESULT 2004 PRIVATE & GOVERNMENT SCHOOLS DISTRICT ABBOTTABAD

School	CANDI:	PASSED	PASSED % age	Average
Govt.	5280	3121	59%	73%
Pvt.	2169	1877	87%	



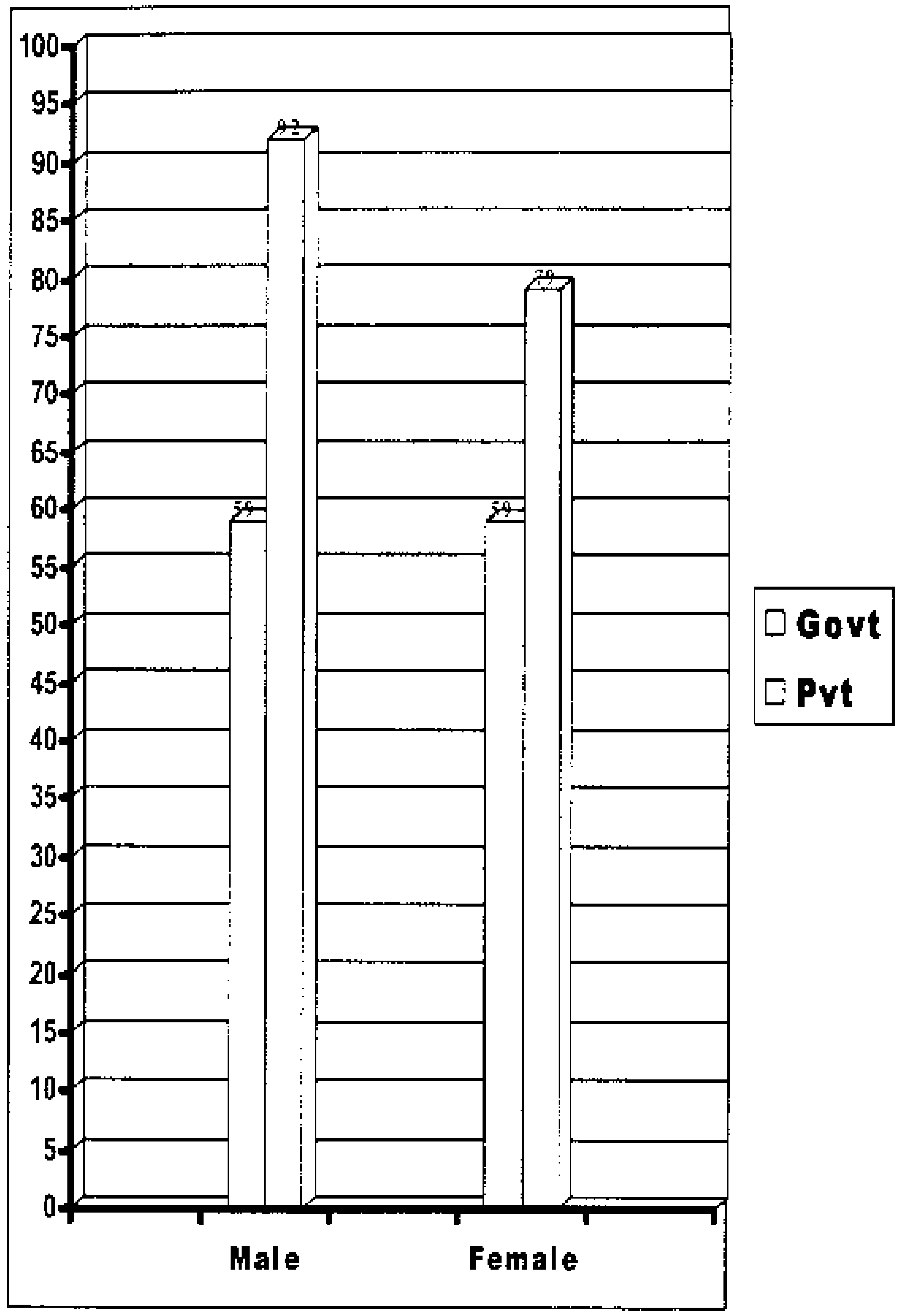
GENDER WISE COMPARISON

COMPARISON OF SSC RESULT 2004 (MALE) PRIVATE & GOVERNMENT SCHOOLS DISTRICT ABBOTTABAD

School	CANDI:	PASSED	PASSED % age	Average
Govt.	3369	1980	59	75
Pvt.	1273	1169	92	

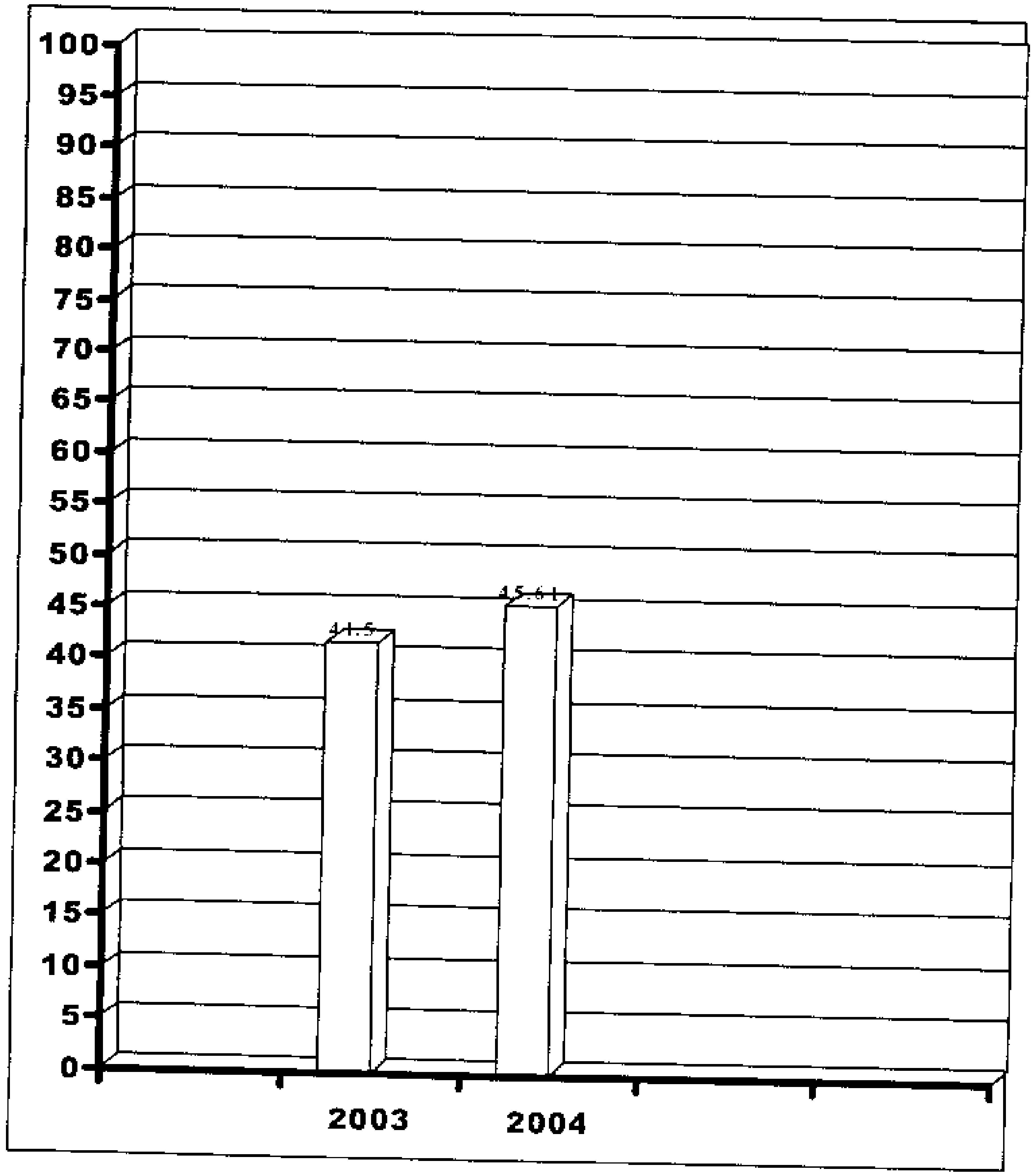
COMPARISON OF SSC RESULT 2004 (FEMALE) PRIVATE & GOVERNMENT SCHOOLS DISTRICT ABBOTTABAD

School	CANDI:	PASSED	PASSED % age	Average
Govt.	1927	1141	59	69
Pvt.	896	708	79	



OVER ALL RESULTS OF SSC- (A) 2003-2004) BISE, MARDAN

YEAR	CANDI:	PASSED	PASSED % age	Average
2003	37247	15458	41.50 %	43.45%
2004	33802	15416	45.61 %	



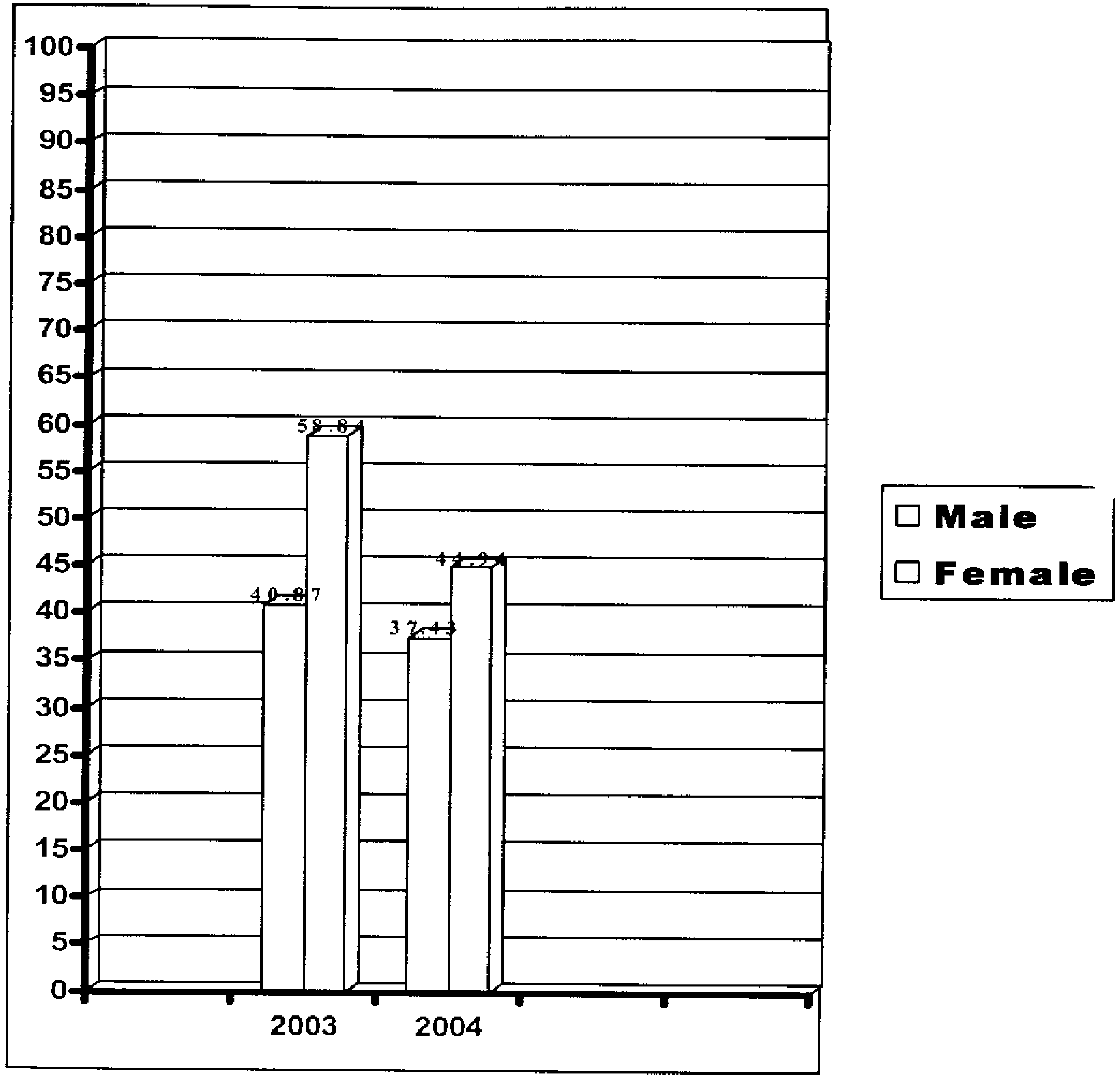
GENDER WISE COMPARISON (SCIENCE)
BISE MARDAN

MALE

YEAR	CANDIDATES	PASSED	PASSED %age	Average
2003	27596	10567	40.87 %	41.33 %
2004	24252	10865	37.73 %	

FEMALE

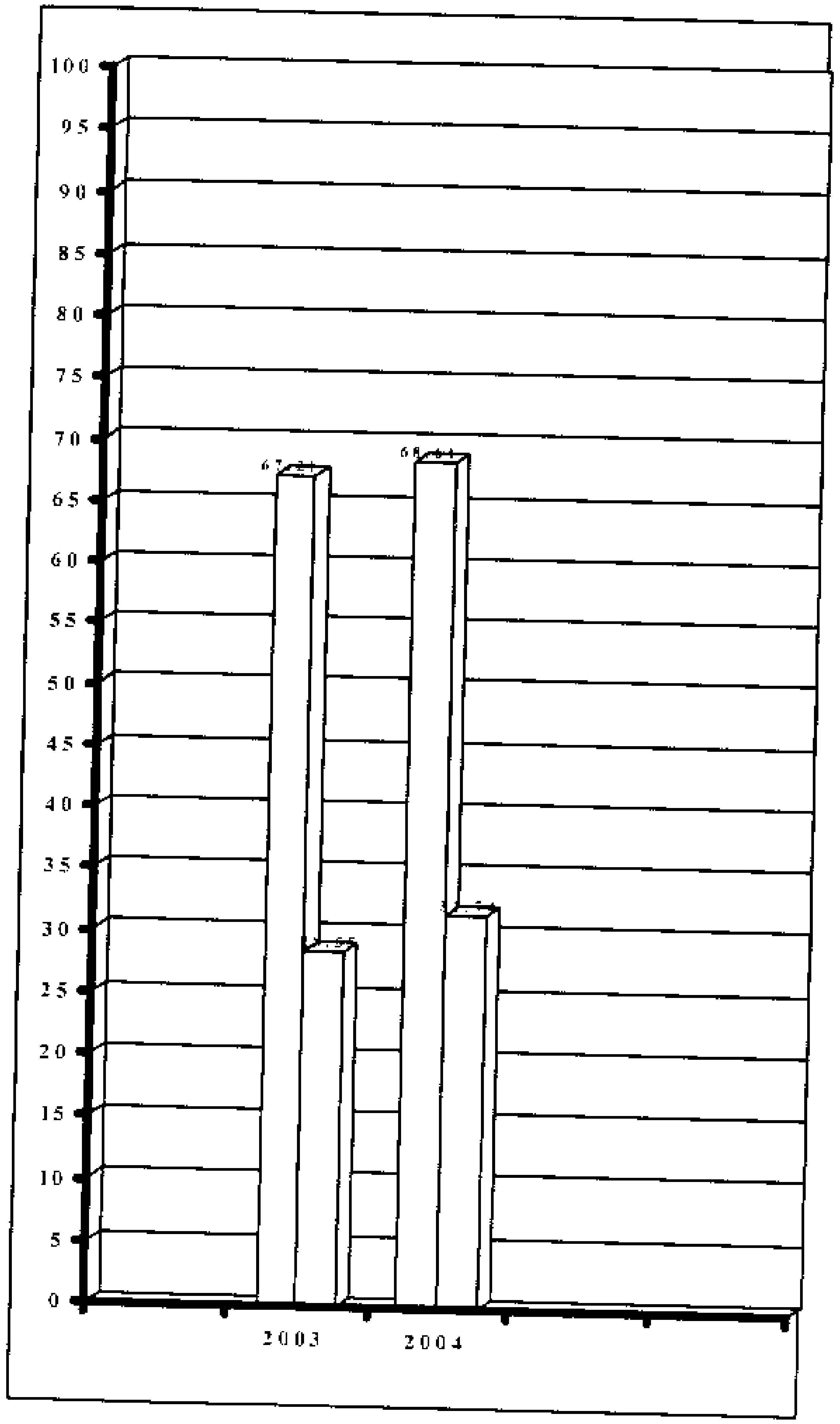
YEAR	CANDIDATES	PASSED	PASSED %age	Average
2003	9651	4891	58.84 %	49.17 %
2004	9550	4551	44.97 %	



LAST TWO YEARS RESULTS OF SSC (Science & Humanities) BISE **Mardan**

SCIENCE				
YEAR	CANDI:	PASSED	PASSED %age	Average
2003	12481	8388	67.21 %	67.91 %
2004	12715	8724	68.61 %	

HUMANITIES				
YEAR	CANDI:	PASSED	PASSED %age	Average
2003	24766	7070	28.55 %	30 %
2004	21087	6692	31.74 %	



Note: BISE Mardan has so far conducted only examinations from 2003-2005. The result of SSC (A) Exam 2005 is awaited.

BISE Swat and Malakand

OVER ALL RESULTS OF SSC 2000-2004 BISE SAIDU SHARIF/MALAKAND.

(1)

Name of Board	Year	Total Candidates	Passed	Passed Percentage	Average
Swat	2000	38508	16041	42%	
Swat	2001	39221	20976	54%	
Swat	2002	25464	15071	59%	55%
Malakan(	2003	12837	6987	55%	
Malakan(	2004	13849	9045	65.31%	

GENDERWISE COMPARISON

(2)

	(Male)					Female)				
	Year	Candidates	Passed	Passed Percentage	Average	Year	Candidates	Passed	Passed Percentage	Avergae
Swat	2000	21780	7912	36%		2000	5338	2549	48%	
Swat	2001	21152	10184	48%		2001	5963	3286	55%	
Swat	2002	20366	11868	58%	47.60%	2002	5098	3223	63%	58.40%
Malakan(	2003	10459	5338	51%		2003	2378	1649	69%	
Malakan(	2004	11061	4937	45%		2004	2858	1627	57%	

LAST FIVE YEARS RESULT OF SSC (SCIENCE)

(3)

Swat	2000	11390	5580	49%	
Swat	2001	11106	7506	69%	
Swat	2002	10847	8036	74%	67%
Malakan(	2003	5813	3936	68%	
Malakan(	2004	6675	5000	74.90%	

GENDERWISE COMPARISON(SCIENC)

(4)

	(Male)					(Female)				
Swat	2000	10639	5056	48%		2000	751	524	70%	
Swat	2001	10119	6711	66%		2001	987	795	80.54%	
Swat	2002	9977	7336	73.52%	65.77%	2002	870	700	80.45%	79.2
Malakand	2003	5502	3677	66.83%		2003	311	259	83.27%	
Malakand	2004	6324	4713	74.52%		2004	351	287	81.76%	

OVER ALL LAST FIVE YEARS RESULTS OF SSC(HUMANITIES)

(5)

Swat	2000	27118	10461	39%	
Swat	2001	27115	13470	50%	
Swat	2002	25464	15071	59%	53.66%
Malakan	2003	12837	6987	55%	
Malakan	2004	13849	9045	65.31%	

GENDERWISE COMPARISON

(6)

(Male)						(Female)				
Swat	2000	11117	2834	25.49%		2000	4587	2025	44.14%	
Swat	2001	10822	3297	30.46%		2001	4974	2490	50.06%	
Swat	2002	10303	4454	43.23%	38.68%	2002	4228	2503	59.20%	56.43%
Malakan	2003	6506	2780	42.72%		2003	2882	1803	62.56%	
Malakan	2004	4846	2498	51.54%		2004	2312	1531	66.21%	

RESULT STATEMENT 2004

(7)

School	Candidates Appeared	Passed	Passed Percentage	Average
Govt:	10710	5857	54.68%	70%
Private	1191	1011	84.88%	

GENDERWISE COMPARISON SSC (A) 2004(MALE)PRIVATE & GOVT:SCHOOLS BISE,MALAKAND

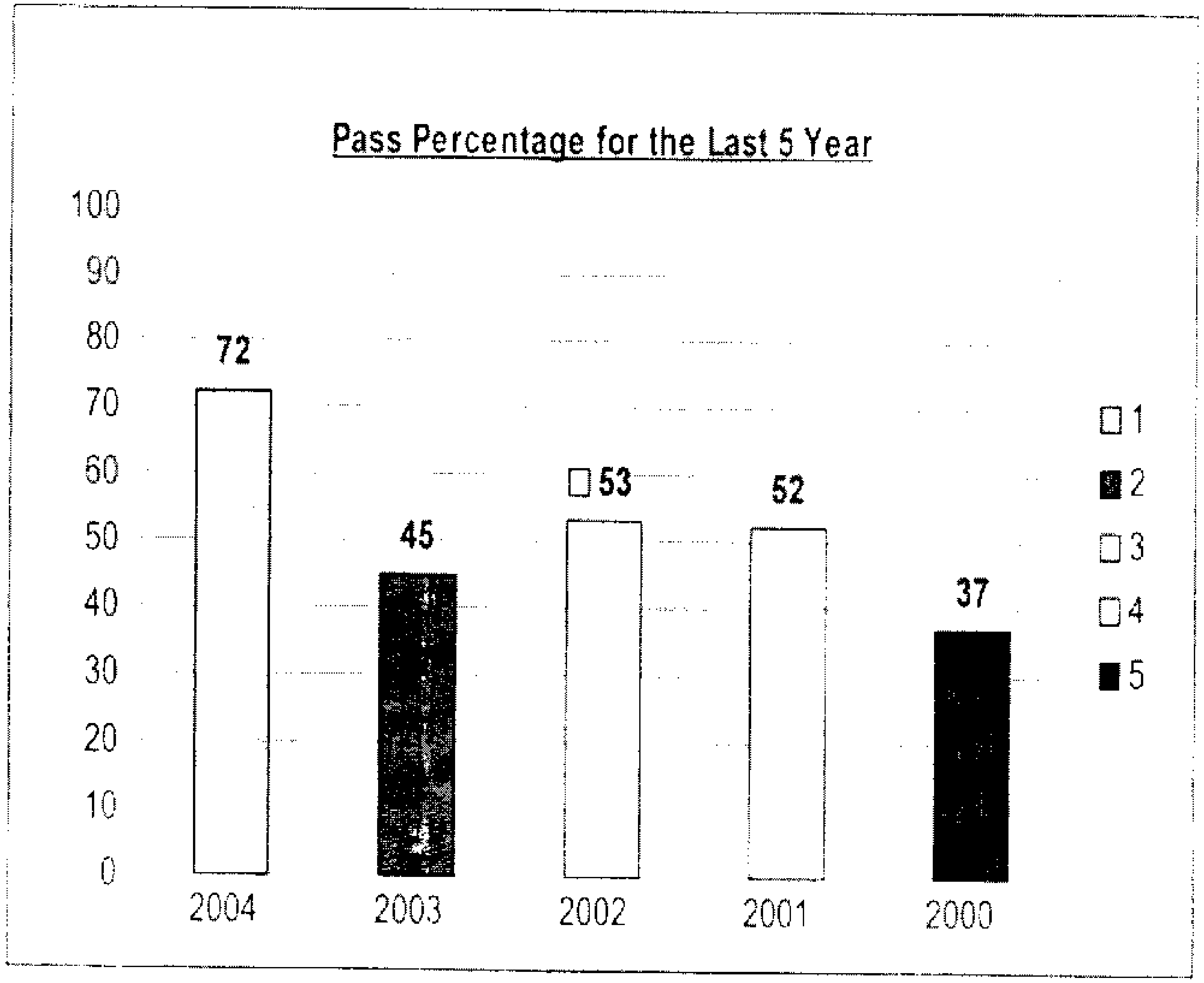
(8)

Govt:	8586	4321	50.32%	67.82%
Private	1159	989	85.33%	
	(FEMALE)			
Govt:	2124	1536	32.31%	70.44%
Private	32	22	68.57%	

OVER ALL RESULTS OF SSC (ANNUAL) EXAMINATION OF LAST 5 YEARS (2000 TO 2004)

BISE, BANNU

YEAR	APPEARED	PASSED	PASS % AGE
2000	18967	6969	37
2001	19528	10084	52
2002	18438	9861	53
2003	23618	10598	45
2004	18279	13134	72

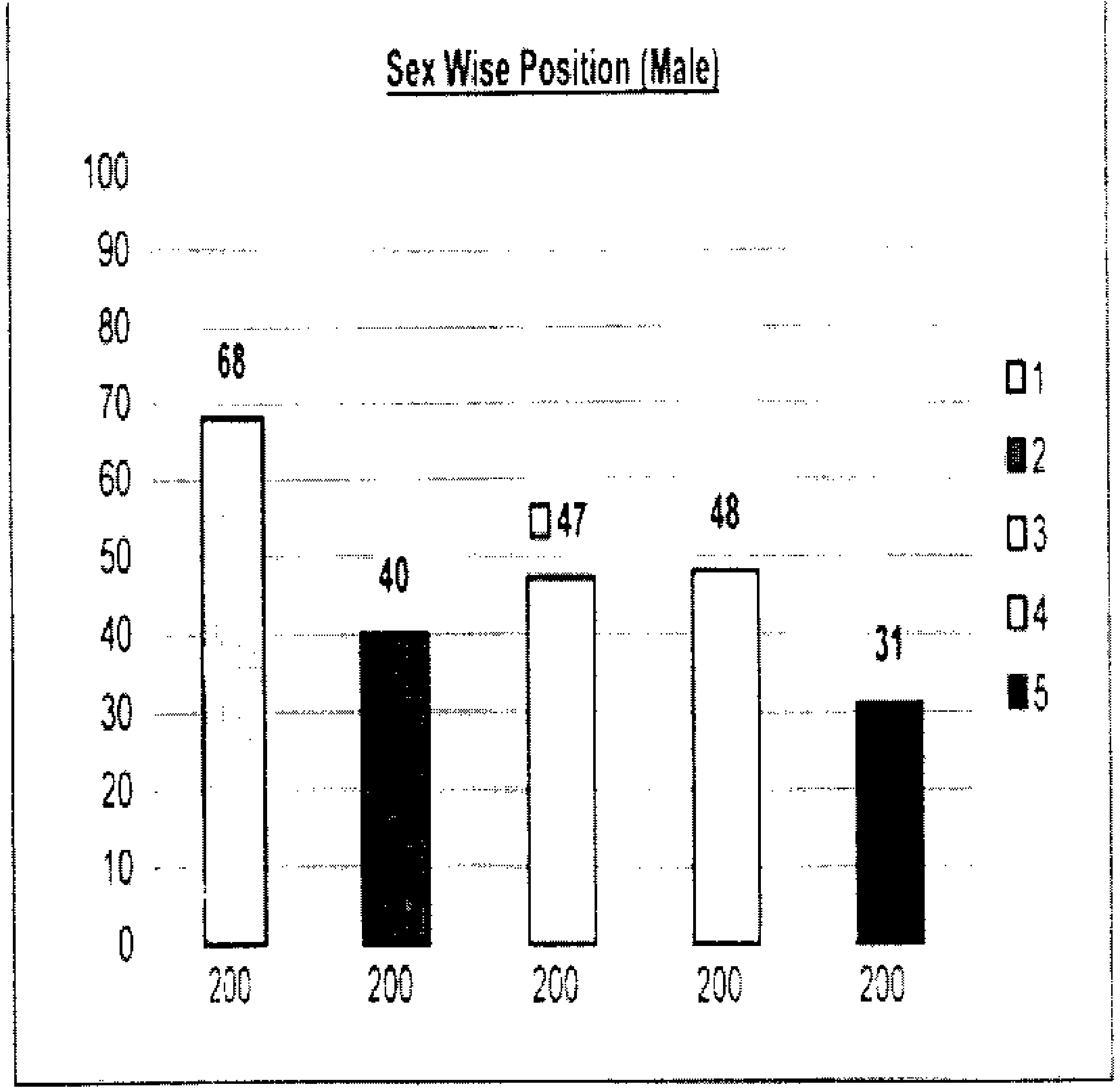


Gender Wise Position

Last 5 years (2000 to 2004)

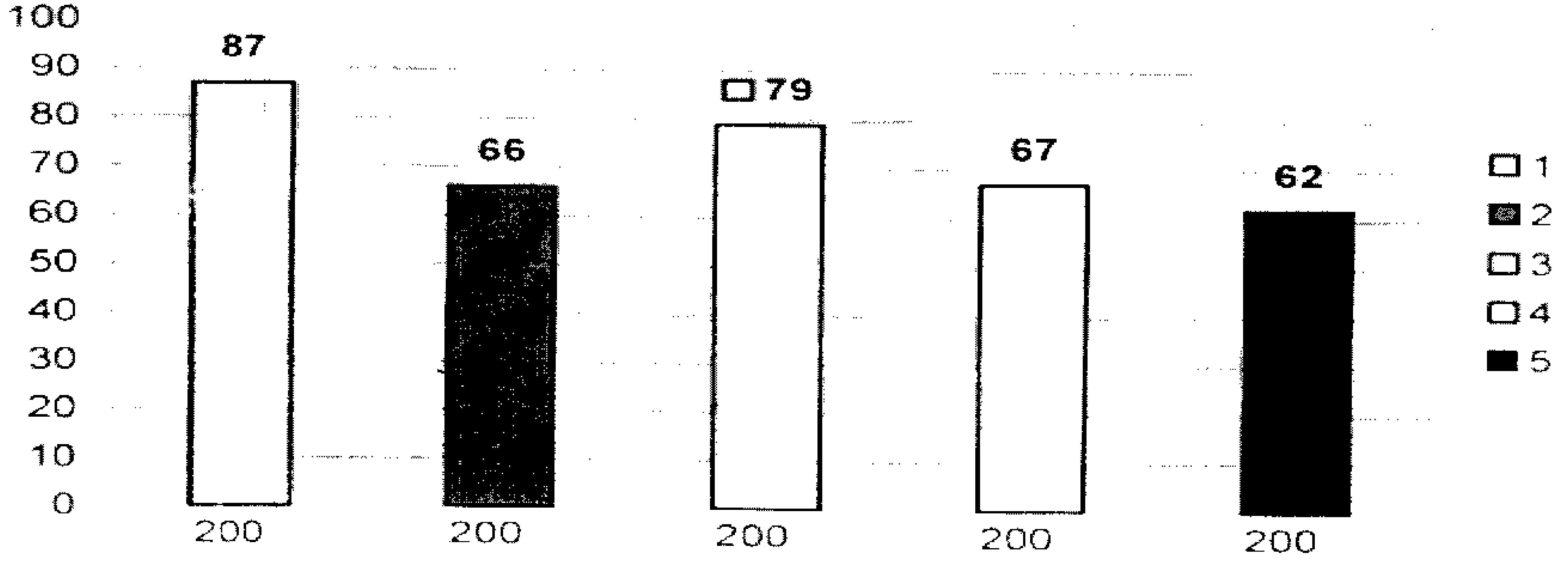
MALE

YEAR	APPEARED	PASSED	PASS % AGE
2000	15479	4782	31
2001	15694	7533	48
2002	14924	7080	47
2003	19288	7726	40
2004	14598	9924	68



FEMALE

YEAR	APPEARED	PASSED	PASS % AGE
2000	3487	2187	**62**
2001	3834	2551	**67**
2002	3514	2781	**79**
2003	4330	2872	**66**
2004	3681	3210	**87**

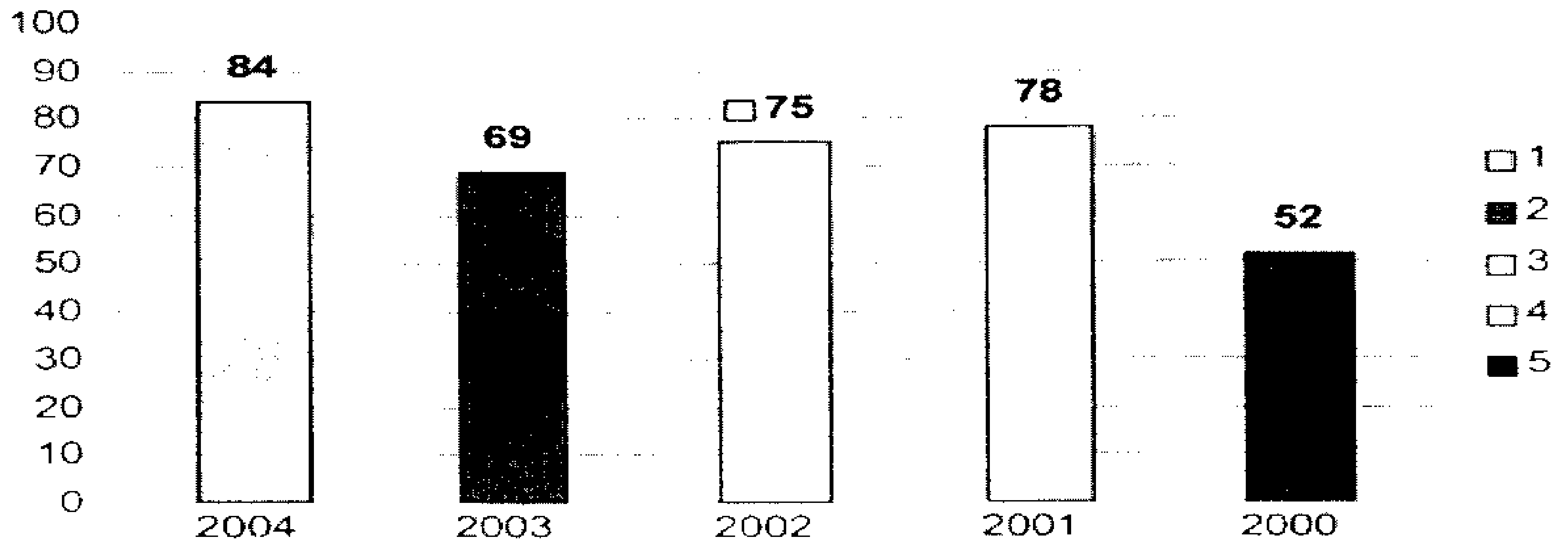


Sex Wise Position (Female)

GROUPS WISE RESULTS
OF LAST 5 YEARS (2000 TO 2004)
SCIENCE GROUP

YEAR	APPEARED	PASSED	PASS % AGE
2000	6462	3347	**52**
2001	6544	5077	**78**
2002	6684	5042	**75**
2003	7567	5228	**69**
2004	8152	6829	**84**

GROUPWISE POSITION (SCIENCE)

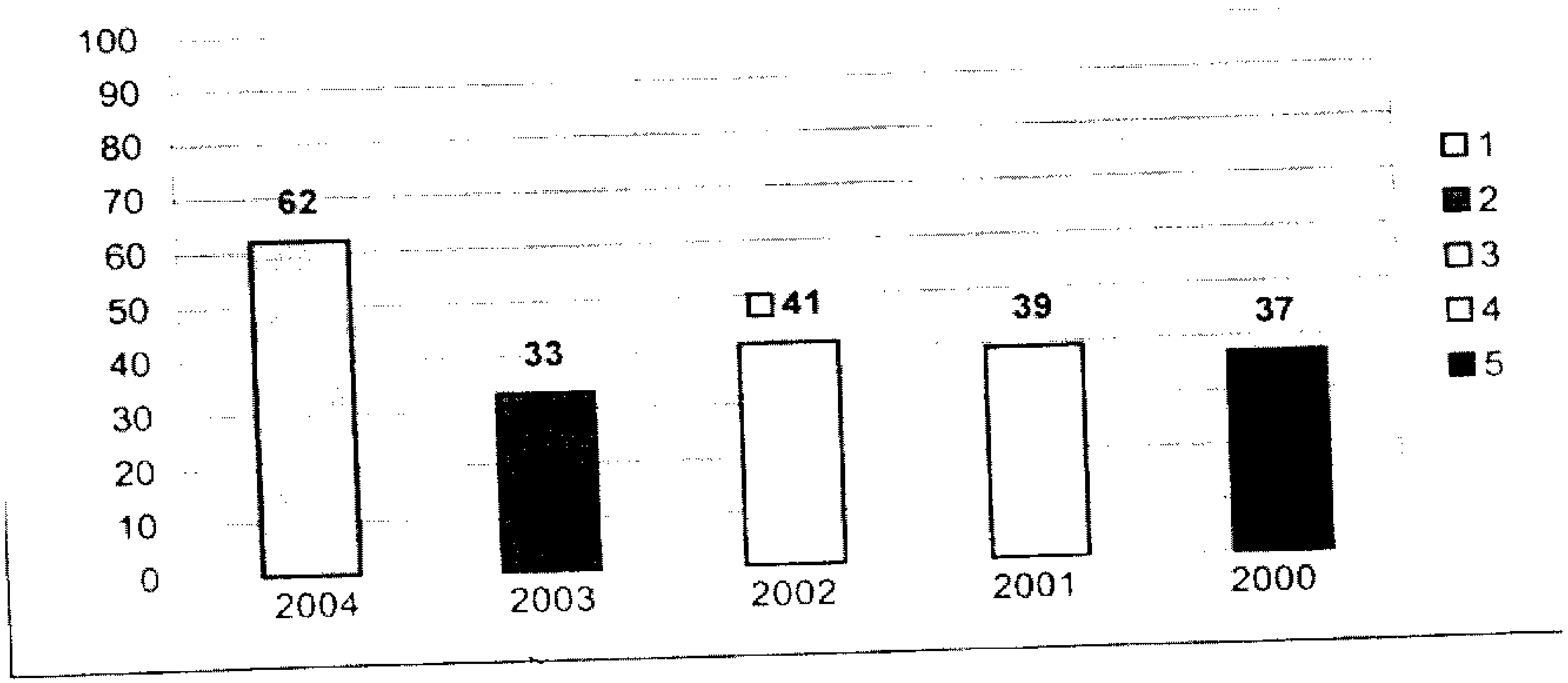


ARTS GROUP

YEAR	APPEARED	PASSED	PASS % AGE
2000	18964	6966	**37**
2001	12977	5000	**39**
2002	11754	4819	**41**
2003	16051	5370	**33**
2004	10127	6305	**62**

C:\Ni

GROUPWISE POSITION (ARTS)



NUMBER OF STUDENTS APPEARED IN THE SECONDARY SCHOOL CERTIFICATE IN ANNUAL EXAMINATION 2004.

Regular / Private Candidates.

S#	Class/Grade	Regular Candidates March 2004						Private Candidates March 2004					
		Boys			Girls			Boys			Girls		
		Registered	Appeared	Pass%	Registered	Appeared	Pass%	Registered	Appeared	Pass%	Registered	Appeared	Pa
1.	Class-9	15141	14648	35	3740	3642	63	2200	2200	7	436	436	
2.	Class-10	9930	9930	75	3109	3109	88	4789	4789	53	451	451	

Government / Privae Schools.

S#	Class/Grade	Government Schools March 2004						Private Schools March 2004					
		Boys			Girls			Boys			Girls		
		Registered	Appeared	Pass%	Registered	Appeared	Pass%	Registered	Appeared	Pass%	Registered	Appeared	Pa
1.	Class-9	12879	12547	30	3740	3603	62	1913	1913	63	227	227	
2.	Class-10	862	8462	72	3000	3000	89	1346	1346	89	230	230	

PART - C

Proposals from RITEs for Middle Standard Examinations class VIII & V

CLUSTER	RITE	DISTRICTS AND BOARDS
1	RITE (F) Abbottabad – Chair Person	Haripur, Abbottabad, Mansehra, Battagram, Kohistan
	RITE (F) Mansehra	
	RITE (M) Haripur	
2	RITE (F) Peshawar – Chair Person	Peshawar, Nowshera, Charsada
	RITE (M) Peshawar	
	RITE (F) Charsada	
	RITE (M) Chitral	
3	RITE (M) – Mardan -- Chair Person	Mardan, Swabi.
	RITE (F) Swabi	
4	RITE (M) Kohat – Chair Person	Kohat, Hangu, Karak, Lakki, Bannu.
	RITE (F) Kohat	
	RITE (M) Bannu – Chair Person	
	RITE (F) Bannu	
5	RITE (F) D.I.Khan	D.I.Khan, Tank
	RITE (M) D.I.Khan	
6	RITE (M) Thana– Chair Person	Buner, Malakand, Dir (L), Dir (U), Chitral, Shangla, Swat.
	RITE (F) Dargai	
	RITE (F) Dir at Rehanpur	
	RITE (M) Dir at Timargarah	
	RITE (F) Barikot– Chair Person	

MSC Proposals

Subject: **REVIVAL OF MIDDLE STANDARD EXAMINATION (MSE).**

Apropos of your letter No. SO (Tgr/Boards) S&L/16-2/2004/M.S.Exam. dated 10.05.2005 on the subject mentioned above. The undersigned submit the requisite information, Para-wise as per detail given below:

1. The post of Registrar, Departmental Examination (RDE) already been abolished because, Office of the Assistant Director (Examination) is housed in PITE, Peshawar in connection with CT, PTC, DM and PETs training classes examination since 2001(please see detail in attached letter)

2.

S. #	Regional MISE Wing	Attached Districts	Enrollment Public Sector
1	PITE Peshawar	Peshawar	16997
		Charsadda	12064
		Nowshera	8365
	Sub Total		**37426**
2.	RITE Mardan	Mardan	18737
		Swabi	13760
		Buneer	3960
	Sub Total		**36457**
3.	RITE Thana	Swat	11312
		Shangla	1838
		Malakand	7075
	Sub Total		**20225**
4	RITE Dir	Dir Lower	9499
		Dir upper	4578
	Sub Total		**14077**
5.	RITE Chitral	Chitral	5183
	Sub Total		**5183**
6.	RITE DIK	D.I.Khan	7556
		Tank	2067
	Sub Total		**9623**
7.	RITE Bannu	Lakki	5576
		Bannu	5809
	Sub Total		**11385**

8	RITE Kohat	Kohat	7430
		Hangu	2831
		Karak	7454
	Sub Total		**17715**
9	RITE Haripur	Haripur	11481
	Sub Total		**11481**
10	NWFP DCTE	Abbottabad	11196
		Mansehra	9366
		Battagram	978
		Kohistan	1037
	Sub Total		**22477**
	G.Total		**186049**

4. Tentative model expenditure for RITE (M) Haripur to act as a Regional Wing for MSE.

- Setting of Question Papers for 8th class...Total papers in MSE= 8 @ Rs.300 per paper 8 x 300 = ...**Rs. 2400/-**
- Composing of Question Papers @ Rs.100/- per paper for 8 papers = 8 x 100 = ...**Rs.0800/-**
- Supposed there are **11481** students. Total No. of Question Papers 11481 x 8 = 91848/- Expenditure @ Rs.1.50 per paper. (91848 x 1.50) = **Rs.137772/-**
- Dispatch of Question Papers for each center approximately Rs.200/-. If minimum and maximum number of students for the creation of an examination center is 50-150 than there will be 110 Exams center = 200 x 110 = ...**Rs.22000/-**
- Required No. of Answers Books for 11481 candidate each candidate at least 8 Answers Books . Estimated cost on one Answer Book for 10 pages = Rs.4/- = 4 x 11481 x 8 ....**Rs.367392/-**
- Dispatch of Answer Books to Examination Centre Rs.100/- each center (included transport charges + bundling in ascending order + lock etc) (100 x 110)..**Rs.11000/-**
- Recommendations of Supervisory Staff, selection and dispatch of duty letters to concerned expenditure @ Rs.50/- per examination center= (50 x110).........**Rs.5500/-**
- Parcel of A/ Books by hand to concerned RITE by the Supdt: @ Rs.50/- per day or per paper (50 x 8= 400) Total center = 110 = (110 x 400)..............................**Rs.44000/-**

Remuneration to 110 Supdt @ Rs.200 per day for 8 days =
(200 x 8 x 110)..**Rs.176000/-**

Remuneration for 4 Assistant Supdt @ Rs.150/- per day for 8 days
(suppose there are 4 Assistant Supdt in each center)=
(150 x 4 x 8 x 110) **Rs.528000/-**

- Ministerial Staff:
    - i) Chowkidar for whole Exams.. Rs.200/-
    - ii) Sweeper for whole Exams Rs.100/-
    - iii) Daftari for whole Exams Rs.100/-
    - iv) Water man for whole Exams.. Rs.100/-

Sub Total...Rs.500/-
(500 x 110)..**Rs.55000/-**

- Printing of Award Lists charges for whole Exams, (approximately)...**Rs.20000/-**
- Marking of Scripts @ Rs.5/- per script. Total Scripts =(91848x5) **Rs.459240/-**
- Tabulation of Result Rs.500/- per thousand candidates i.e candidates are 11481 /1000 = 12 x 500...**Rs.6000/-**
- Scrutiny of result @ Rs.500/- per thousand candidates...................**Rs.6000/-**
- Preparation & checking of DMC @ Rs.1/- per DMC= 11481 x 1 ....**Rs.11481/-**

Collection of DMCs from RITE is responsibility of concerned Institution with Result Gazette.

- Printing of Result Gazette @ Rs.150/- per copy. If there are 300 schools concerned with model RITE than each school required a Gazette copy
- i.e 150 x 300 ....**Rs.45000/-**

Total...Rs.1897585/-
+ Remuneration of one RWMSE................................ ....Rs.124000/-
Total..Rs.2021585/-

- ❖ **Registration performa @ Rs.10 per candidate for further planning of Exams i.e printing of Question papers & Answer Books, miscellaneous charges etc.**
- ❖ **Re totaling @ Rs.150/- per Answer Book**

Income of an examination section:

RITE (M) Haripur = students strength = 11481

1.	Admission fee @ Rs. 150 per head	....160 x 11481	=	18,36,960
2.	Registration fee i.e 10 per head	10 x 11481	=	1,14,810
	Total income	....	=	19,51,770
	Total expenditure	....	=	20,21,585
	Deficit	....	=	-69,815

It is evident that there is no significant financial owners on both public and students. As difference between income and expenditure is insignificant.

Note: All RITEs (F) will act as a facilitator to its nearby regional wing of MSE housed in RITEs (M) by receiving Admission forms etc and will also dispatch DMC certificates to female students.

FUTURE CHALLAGNES

- Coordination with provincial BISEs and the IBSS vis-à-vis settlement of dates for the conduct of MSE in March, and other related matters.
- Conditions for private students e.g age limit, minimum qualification etc.
- Linkage of Maddassas schools
- Conduct of MSE in FATA
- Restart of Pre-service teacher education in RITEs
- Establishment of Physical infrastructure—secrecy, vehicles, phones, computer and unforeseen requirements.
- Settlement of Post-Exam issues—rules and regulations, legal matters
- Linkage of MSE with the assessment mandate under NEAS/PEACE
- Annual meeting of all RWMSE with the NWFP DCTE under the auspices of Secretary, S & L Department for the start, continuation and appraisal of MSE
- Establishment and working of research cell in the wake of quality education in each RITE and DCTE.
- Status of private school students for MSE.

In the end, the undersigned requests if agreed that meeting may please be convened here keeping in view the above information as a background data so that a plan of action could be chart as well as chalk out.

CONCLUSION

The under reference report by all means is not 1000 scientific Research report but a manual report developed mostly on research pattern with certain both delimitations and limitations.

Part-A is more meticulously elaborated with findings and recommendations then the Part B and Part C which are more self-explanatory for all whom who have limited professional knowledge, information and experience of research or education. For want of time, the three annexes (I, II, III) are vitally important for understanding the significance of quality assessment.

For setting a standard question papers, clear and detailed guide lines regarding types of items, domains of learning and weight age of chapters/concepts are available in respective subjects National curricula and the annexes enclosed herewith.

Bloom's Taxonomy's
Model Questions and Key Words

Based on Bloom's Taxonomy, Developed and Expanded by John Maynard

I. KNOWLEDGE (drawing out factual answers, testing recall and recognition)

who
what
why
when
where
how
match
select
describe
define
choose
omit
which one
what is the best one
how much
what does it mean

II. COMPREHENSION (translating, interpreting and extrapolating)

state in your own words
what does this mean
give an example
condense this paragraph
state in one word
what part doesn't fit
what expectations are there
what are they saying
what seems to be
what seems likely
which statements support
what restrictions would you add
classify
judge
infer
show
indicate
tell
translate
select
match
explain
represent
which are facts
is this the same as
select the best definition
what would happen if
explain what is happening
explain what is meant
read the graph, table
this represents
is it valid that
show in a graph, table
demonstrate

III. APPLICATION (to situations that are new, unfamiliar or have a new slant for students)

predict what would happen if
choose the best statements that apply
judge the effects
what would result
tell how, when, where, why
explain
identify the results of
select
tell what would happen
tell how much change there would be

ANNEX - II

IV. ANALYSIS (breaking down into parts, forms)

distinguish
identify
what assumptions
what motive is there
what conclusions
make a distinction
what is the premise
what ideas apply
what's the relationship between
what's the main idea, theme
what literary form is used
implicit in the statement is

what is the function of
what's fact, opinion
what statement is relevant
related to, extraneous to, not applicable
what does author believe, assume
state the point of view of
state the point of view of
what ideas justify conclusion
the least essential statements are
what inconsistencies, fallacies
what persuasive technique

V. SYNTHESIS (combining elements into a pattern not clearly there before)

create
tell
make
do
choose
develop

how would you test
propose an alternative
solve the following
plan
design

make up
compose
formulate
how else would you
state a rule

VI. EVALUATION (according to some set of criteria, and state why)

appraise
judge
criticize
defend

what fallacies, consistencies, inconsistencies appear
which is more important, moral, better, logical, valid, appropriate
find the errors
compare

Affective Domain (Krathwohl)

Major Categories	Illustrations	Terms for Outcomes	Example Objectives
RECEIVING Student's willingness to attend to classroom activity Getting, holding, and directing students' attention	Listens attentively Shows awareness of the importance of learning Attends closely to the classroom activities	Asks, chooses, describes, follows, holds, locates, selects, replies, uses	The student will show awareness of class proceedings.
RESPONDING Active participation on the part of the student	Completes assigned homework Participates in class discussion Volunteers for tasks Shows interest in subject Enjoys helping others	Answers, assists, conforms, greets, discusses, helps, performs, presents, reads, recites, tells, writes	The student will willingly answer questions.
VALUING The worth or value a student attaches to a particular object or behavior	Demonstrates beliefs in the democratic process Shows concern for the welfare of others Demonstrates problem solving attitude Demonstrates	Completes, describes, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, shares, studies, works	The student will express strong opinions on issues under discussion.

	commitment to social improvement		
ORGANIZATION Bringing together different values, resolving conflict between them and beginning the building of a consistent value system	Recognizes the need for balance between freedom and responsibility in a democracy Accepts responsibility for his or her own behavior Understands and accepts own strengths and limitations Formulates a life plan in harmony with his abilities, interest, beliefs	Adheres, alters, arranges, combines, compares, defines, explains, identifies, modifies, orders, prepares, relates, synthesizes/td>	The student will criticize arguments and positions presented in class.
VALUE OR VALUE COMPLEX The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to have developed a "life style"	Demonstrates self-reliance in working independently Cooperation in group activities Punctuality and self discipline	Acts, discriminates, displays, influences, listens, modifies, performs, practices, qualifies, questions, solves, uses, verifies	The student will demonstrate a philosophy of life by the consistency of his or her daily actions.

The Psychomotor Domain

Modification of works by Simpson, Gronlund, and others

Descriptors of Major Categories in the Psychomotor Domain	Illustrative Verbs for Stating Objectives
1. **Imitation** - early [illegible]es in learning a complex skill, overt [illegible]er the individual has indicated a readine[illegible] take a particular type of action. Imitation [illegible]des repeating an act that has been demonstrated or explained, and it includes trial and error until an appropriate response is achieved.	**Imitation** - begin, assemble, attempt, carry out, copy, calibrate, construct, dissect, duplicate, follow, mimic, move, practice, proceed, repeat, reproduce, respond, organize, sketch, start, try, volunteer
2. **Manipulation** - individual continues to practice a particular skill or sequence until it becomes habitual and the action can be performed with some confidence and proficiency. The response is more complex than at the previous level, but the learner still isn't "sure of him/herself."	**Manipulation** - (same as imitation), acquire, assemble, complete, conduct, do, execute, improve, maintain, make, manipulate, operate, pace, perform, produce, progress, use
3. **Precision** - skill has been attained. Proficiency is indicated by a quick, smooth, accurate performance, requiring a minimum of energy. The overt response is complex and performed without hesitation.	**Precision** - (same as imitation and manipulation), achieve, accomplish, advance, automatize, exceed, excel, master, reach, refine, succeed, surpass, transcend
4. **Articulation** - involved an even higher level of precision. The skills are so well developed that the individual can modify movement patterns to fit special requirements or to meet a problem situation.	**Articulation** - adapt, alter, change, excel, rearrange, reorganize, revise, surpass, transcend
5. **Naturalization** - response is automatic. The individual begins to experiment, creating new motor acts or ways of manipulating materials out of understandings, abilities, and skills developed. One acts "without thinking."	**Naturalization** - arrange, combine, compose, construct, create, design, refine, originate, transcend

Thanks